

ISTAR-KR Matrix: Social Emotional

OSEP Outcome 1, 2, 3

Core Standard 1: Sense of Self and Others				
0	1	2	3	4
No Evidence	Demonstrates self-awareness	Demonstrates independence	Engages with others	Demonstrates respect for self and others
	<i>Uses senses to explore self, others and environment</i>	<i>Demonstrates self-awareness</i>	<i>Demonstrates independence</i>	<i>Engages with others</i>
	<i>Responds to own name</i>	<i>Protests actions of others</i>	<i>Shares and takes turns with others when assisted</i>	<i>Helps and encourages others</i>
	<i>Recognizes self, familiar people, and familiar things</i>	<i>Makes a simple yes or no choice</i>	<i>Contributes to group task when prompted.</i>	<i>Describes self in positive ways</i>
	<i>Shows toy preferences</i>	<i>Separates in familiar surroundings</i>	<i>With assistance, allows others to participate equally</i>	<i>Advocates for self</i>
	<i>Shows pleasure when repeating simple actions</i>	<i>Uses "mine" to identify property</i>	<i>Listens while others are talking</i>	<i>Cooperates with adults</i>
	<i>Selects the preferred item when given two choices</i>	<i>Prefers to do things independently</i>	<i>Names something special about someone else</i>	<i>Respects the property of others</i>
	<i>Rejects something undesirable</i>	<i>Pretends to do something or be someone else</i>	<i>Shows interest or pleasure when another reacts</i>	
		<i>Communicates likes and dislikes</i>	<i>Recognizes others' feelings</i>	
			<i>Attempts to please adults</i>	

Core Standard 2: Manages Emotions				
0	1	2	3	4
No Evidence	Expresses a variety of emotions	Responds to a variety of emotions	Manages emotions with adult assistance	Uses strategies to manage emotions
	<i>Expresses needs and desires with gestures, sounds, some words</i>	<i>Expresses a variety of emotions</i>	<i>Responds to a variety of emotions</i>	<i>Manages emotions with adult assistance</i>
	<i>Recognizes caregiver</i>	<i>Responds to tone and volume of others</i>	<i>Recognizes feelings when labeled by adult</i>	<i>Identifies and labels own feelings</i>
	<i>Discriminates strangers</i>	<i>Responds to the arrival of a familiar person</i>	<i>Modifies behavior in response to simple verbal redirection</i>	<i>Solves conflicts with language rather than physical action</i>
	<i>Laughs</i>	<i>Responds to the vocalizations and facial expressions of others</i>	<i>Uses feeling words when prompted</i>	<i>Seeks familiar adult to get needs met</i>
	<i>Demonstrates wide variation in emotions(e.g., happy, sad, fear, surprise, anxiety)</i>		<i>Allows redirection</i>	<i>Expresses ways to take care of feelings</i>
			<i>Manages fear and apprehension with assistance</i>	<i>Compromises to solve a problem with a peer</i>
				<i>Responds appropriately to change</i>

Core Standard 3: Interpersonal Skills				
0	1	2	3	4
No Evidence	Interacts with caregiver	Engages in parallel play	Interacts with others	Engages in cooperative interactions
	<i>Jointly attends to objects</i>	<i>Interacts with caregiver</i>	<i>Engages in parallel play</i>	<i>Interacts with others</i>
	<i>Cooperates and interacts with caregiver during routines, play</i>	<i>Demonstrates an awareness of the presence of other children</i>	<i>Participates in adult coordinated activity with peers</i>	<i>Role plays with peers involving make believe</i>
	<i>Participates in games with caregiver</i>	<i>Parallel plays by peers</i>	<i>Responds to adult guidance in turn taking</i>	<i>Participates actively in group experiences</i>
	<i>Looks at adult face</i>	<i>Imitates actions of others</i>	<i>Participates in circle games, group activities</i>	<i>Takes turns with games and materials with prompts</i>
	<i>Demonstrates a desire to be picked up and held by familiar person</i>	<i>Shows objects to others</i>	<i>Engages in simple pretend play with peers</i>	<i>Maintains a conversational exchange</i>
	<i>Explores adult facial features</i>		<i>Initiates interactions with peers, others</i>	<i>Acts to maintain a friendship with preferred peer</i>
			<i>Shares when prompted</i>	<i>Shows concern or comfort when peer is upset</i>
			<i>Smiles for attention</i>	
			<i>Greets others</i>	
			<i>Begins conversations</i>	

Core Standard 4: Responsibility				
0	1	2	3	4
No Evidence	Recognizes steps in familiar routines	Follows familiar routines	Follows rules	Applies rules to situations
	<i>Responds to familiar routines</i>	<i>Recognizes steps in familiar routines</i>	<i>Follows familiar routines</i>	<i>Follows rules</i>
	<i>Responds in recognition of the steps of meal preparation</i>	<i>Participates in group activities</i>	<i>Reminds others about rules</i>	<i>Cleans up area when finished</i>
		<i>Helps adult with a task</i>	<i>Put belongings in proper place</i>	<i>Completes tasks independently</i>
		<i>Demonstrates understanding of expectations by assisting with preparations</i>	<i>Communicates when something does not belong or should not happen</i>	<i>Uses materials in appropriate ways</i>
				<i>Works without disturbing others</i>

Core Standard 5: Problem Solving				
0	1	2	3	4
No Evidence	Initiates an action to get a desired effect	Uses trial and error to manipulate objects	Searches for possible solutions	Finds alternative strategies & solutions
	<i>Finds ways to obtain a desired object</i>	<i>Initiates an action to get a desired effect</i>	<i>Uses trial and error to manipulate objects</i>	<i>Searches for possible solutions</i>
	<i>Repeats behavior that has desired effect</i>	<i>Anticipates and navigates around environmental barriers</i>	<i>Finds an indirect way to solve a problem</i>	<i>Uses a second strategy when the first one fails</i>
	<i>Experiments with objects</i>	<i>Searches for something that is out of sight</i>	<i>Develops reasons</i>	<i>Considers alternatives</i>
	<i>Searches for hidden object after watching it be hidden</i>	<i>Takes simple objects apart to solve a problem</i>	<i>Asks for help</i>	<i>Chooses a variety of approaches, materials, and strategies to use in solving problems</i>
	<i>Separates objects</i>	<i>Puts simple objects together to solve a problem</i>	<i>Discriminates an object that is pulled apart and one that is put together</i>	<i>Uses concrete objects and pictures to explain the reasoning used to solve a problem</i>
	<i>Shows interest in objects in the environment</i>	<i>Uses tools to solve problems</i>	<i>Explains reasoning of why objects or pictures are used in certain way</i>	
	<i>Uses whole body to explore</i>	<i>Sees a simple task through to completion</i>	<i>Removes self from potentially harmful situations</i>	
		<i>Performs simple actions with materials to see how they work</i>		

Core Standard 6: Learning				
0	1	2	3	4
No Evidence	Demonstrates Curiosity	Sustains attention to preferred activities	Sustains attention to a challenging activity	Applies creativity to activities
	<i>Interacts with materials using tactile sense for at least 15 or more seconds</i>	<i>Demonstrates curiosity</i>	<i>Sustains attention to preferred activities</i>	<i>Sustains attention to a challenging activity</i>
	<i>Shows interest in visual, auditory, tactile patterns</i>	<i>Sees a simple task through to completion</i>	<i>Prepares work carefully and neatly</i>	<i>Incorporates fantasy into activities</i>
	<i>Manipulates objects to cause an effect (e.g. open/shut, pull/push)</i>	<i>Attends to more than one thing at a time (e.g. sings while painting)</i>	<i>Works beyond what is easy</i>	<i>Creates original products</i>
	<i>Imitates actions of others</i>	<i>Works through distractions</i>	<i>Stays on task to completion</i>	<i>Varies from a model</i>
	<i>Attends to or attempts new activities i.e., peek-a-boo</i>	<i>Can entertain self for at least 10 minutes</i>	<i>Exhibits positive attitude when approaching new challenge</i>	<i>Shows ability to adjust to new situations</i>
	<i>Notices new people, sounds, things</i>	<i>Will search for a hidden object</i>	<i>Asks why something is the same or different</i>	<i>Tries difficult tasks</i>
				<i>Uses objects symbolically in play</i>